FORT WORTH ISD
T-TESS MANUAL

2021-2022 Edition | Updated 11.19.2021*

*Blackout Calendar Removed

Fort Worth
INDEPENDENT SCHOOL DISTRICT

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T-TESS RUBRIC
including Virtual Guidance

Given the increase in virtual classrooms and requests from districts statewide, the TEA developed an **aligned T-TESS rubric which isolates relevant, high-leverage practices in virtual instruction settings**. This streamlined rubric addresses the Planning, Instruction, and Learning Environment domains, including all current T-TESS dimensions within these domains. The rubric communicates best practices for virtual instruction and allows for focused observations and feedback with virtual instruction teachers.

- In-Person Instruction Rubric

- Virtual Instruction Rubric

- Guidance for the Optional Virtual T-TESS Rubric

- All T-TESS Resources (link to Teach for Texas)

The virtual rubric must be used for appraisal when the majority of instruction is virtual.

APPRAISERS
Qualifications

The formal appraisal of District teachers will be in accordance with the Texas Teacher Evaluation and Support System (T-TESS), unless otherwise designated by an appraiser with District approval.

Under the recommended appraisal process, an appraiser **must be the teacher's supervisor**.

T-TESS appraisers must be **certified prior to conducting appraisals** in accordance with education code.

T-TESS credentials must be **submitted** to the Division of Innovation prior to the beginning the evaluation process and housed in the District T-TESS management system (*Eduphoria!*).

Credentials must be completed and on file **before the first day of school**.

Appraiser shall participate in **annual updates** as prescribed by State or District mandates and approved by the school board.

If a teacher's supervisor is unable to fulfill the appraisal process requirements, the Division of Innovation will assign another appraiser to serve as the teacher's appraiser to complete the appraisal process.

APPRAISAL PROCESS
Orientation & Annual Update

The District shall ensure that all teachers are provided with a T-TESS orientation by a T-TESS certified appraiser **no later than the final day of the first three weeks** of school and **at least two weeks before** the first observation when:

1. A teacher is new to the District;
2. A teacher is returning to the District after a break in employment from the District;
3. The teacher has never been appraised under the T-TESS;
4. The District's appraisal policies and/or procedures have changed since the teacher's last orientation to the T-TESS.

The teacher orientation shall include all pertinent state and local policies, as well as the local appraisal calendar. The most up-to-date calendar will be available on the Fort Worth ISD T-TESS website.

Teachers shall attend T-TESS Orientation at the first available date following their employment. Register in Eduphoria.

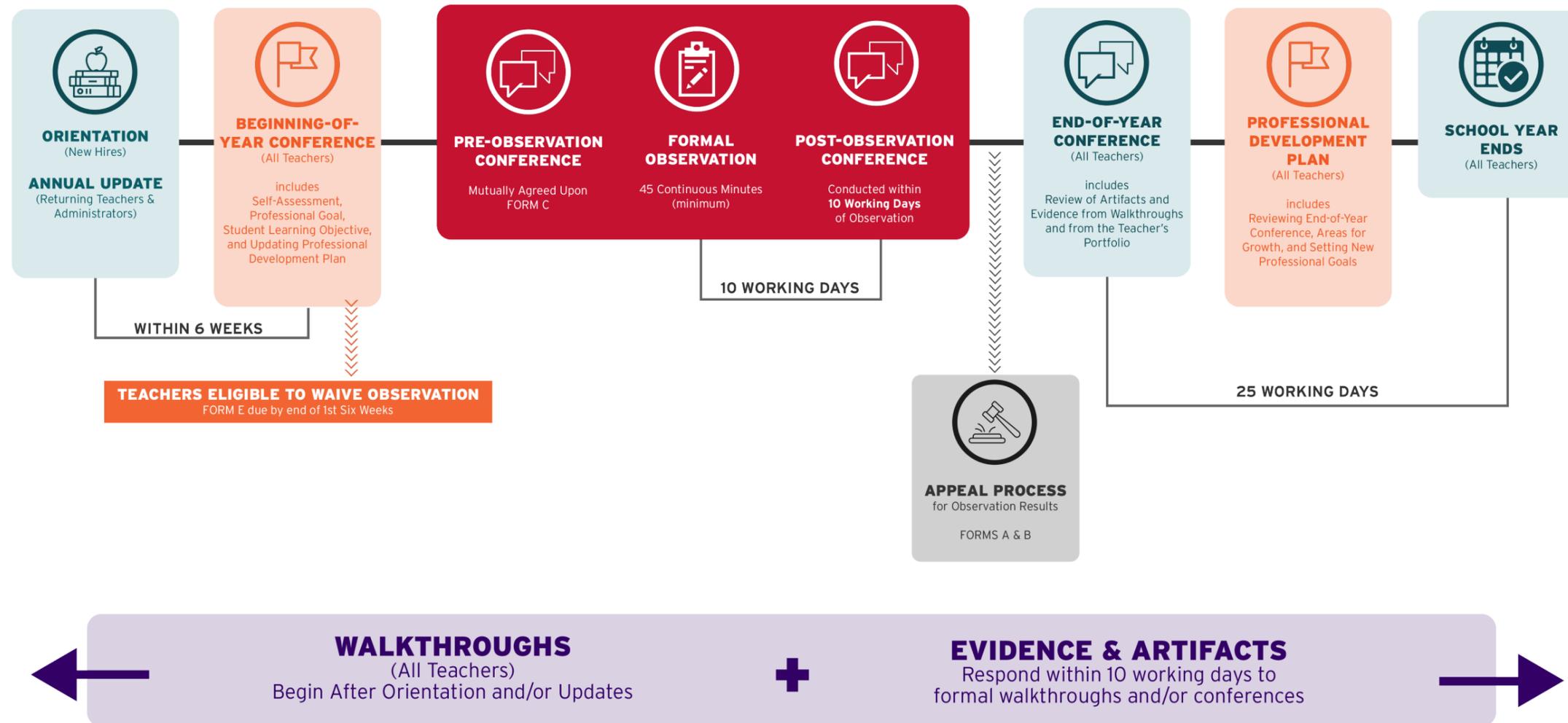**Appraisers must ensure teachers have attended orientation before conducting any appraisal activities.**

T-TESS ORIENTATION DATES (These will be conducted via Zoom. The zoom links will be sent to participants registered in Eduphoria 24 hours in advance.)

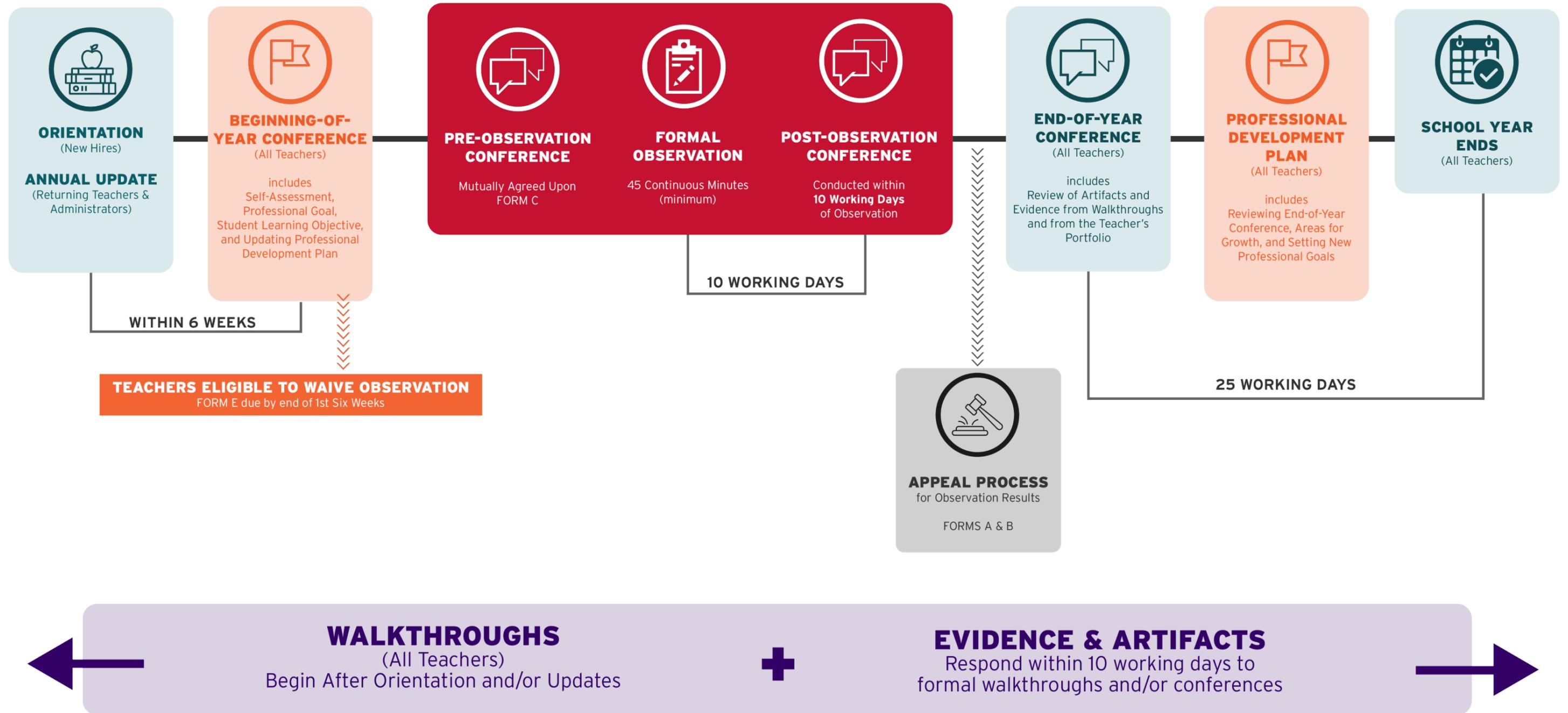| Date	Time		Date	Time
Friday, June 25	9 a.m. - noon		Thursday, October 14	5 - 8 p.m.
Saturday, June 26	9 a.m. - noon		Thursday, October 28	5 - 8 p.m.
Thursday, July 8	1 - 4 p.m.		Thursday, November 11	5 - 8 p.m.
Friday, July 9	9 a.m. - noon		Thursday, December 2	5 - 8 p.m.
Thursday, July 15	9 a.m. - noon		Thursday, January 13	5 - 8 p.m.
Friday, July 16	1 - 4 p.m.		Saturday, January 15	9 a.m. - noon
Thursday, July 29	1 - 4 p.m.		Thursday, January 27	5 - 8 p.m.
Thursday, July 29	5 - 8 p.m.		Thursday, February 10	5 - 8 p.m.
Friday, July 30	9 a.m. - noon		Thursday, February 24	5 - 8 p.m.
August 2-6 (New Teacher Academy)	Times vary		Thursday, March 10	5 - 8 p.m.
Thursday, August 26	5 - 8 p.m.		Thursday, March 31	5 - 8 p.m.
Saturday, August 28	9 a.m. - noon			
Thursday, September 9	5 - 8 p.m.			
Saturday, September 11	9 a.m. - noon			
Thursday, September 16	5 - 8 p.m.			
Thursday, September 30	5 - 8 p.m.			

APPRAISAL PROCESS

The annual observation cycle runs in accordance with the District-approved appraisal calendar. Except for teachers eligible for less frequent formal observations, teachers will participate in one formal classroom observation, in which teacher and appraiser will **mutually agree** on a date and time during the fall or spring semester. All observations must include pre- and post-conferences that follow established T-TESS conference protocol and are scheduled by date and time that is **mutually acceptable** to both the observer and the teacher (FORM C).

If a mutual agreement cannot be reached, the principal shall provide notice and evidence of **reasonable effort(s)** to reach an agreement to Dr. Lezley Lewis or Sharolyn Chitwood in the Division of Innovation. In the absence of mutual agreement, a date and time shall be assigned by the Division of Innovation. T-TESS documents shall be maintained in *Eduphoria!*.

ORIENTATION
(New Hires)

ANNUAL UPDATE
(Returning Teachers & Administrators)

BEGINNING-OF-YEAR CONFERENCE
(All Teachers)

includes
Self-Assessment,
Professional Goal,
Student Learning Objective,
and Updating Professional
Development Plan

PRE-OBSERVATION CONFERENCE

Mutually Agreed Upon
FORM C

FORMAL OBSERVATION

45 Continuous Minutes
(minimum)

POST-OBSERVATION CONFERENCE

Conducted within
10 Working Days
of Observation

END-OF-YEAR CONFERENCE
(All Teachers)

includes
Review of Artifacts and
Evidence from Walkthroughs
and from the Teacher's
Portfolio

PROFESSIONAL DEVELOPMENT PLAN
(All Teachers)

includes
Reviewing End-of-Year
Conference, Areas for
Growth, and Setting New
Professional Goals

SCHOOL YEAR ENDS
(All Teachers)

WITHIN 6 WEEKS

TEACHERS ELIGIBLE TO WAIVE OBSERVATION
FORM E due by end of 1st Six Weeks

10 WORKING DAYS

APPEAL PROCESS
for Observation Results

FORMS A & B

25 WORKING DAYS

WALKTHROUGHS
(All Teachers)
Begin After Orientation and/or Updates

+

EVIDENCE & ARTIFACTS
Respond within 10 working days to
formal walkthroughs and/or conferences

APPRAISAL PROCESS

ORIENTATION
(New Hires)

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APPRAISAL PROCESS
Goal Setting and Professional Development Plans

At the beginning of the year, **all teachers** will engage in personal goal setting and planning for professional development with their appraiser. The teacher and appraiser will review, revise, and/or complete the Professional Development Plan, which will be maintained *Eduphoria!*.

In a year in which a teacher does not receive a full appraisal due to meeting the requirements identified in this subsection, a teacher **will** participate in the following:

1. The **Goal Setting and Professional Development Plan process** that shall be:
    *   submitted to the teacher's appraiser within the first six weeks from the day of completion of T-TESS for teachers in their **first year** of appraisal under the T-TESS or for teacher new to the district; **or**

    *   initially drafted in conjunction with the teacher's end-of-year conference from the previous year, revised as needed based on changes to the context of the teacher's assignment during the current school year, and submitted to the teacher's appraiser within the first six weeks of instruction; **and**

    *   maintained throughout the course of the school year by the teacher to track progress in the attainment of goals and participation in professional development activities detailed in the approved plan;

    *   shared with the teacher's appraiser prior to the end-of-year conference; and
    *   used after the end-of-year conference in the determination of ratings for the goal setting and professional development dimension of the T-TESS rubric.

2. The performance of teacher's students defined as how the individual teacher's students progress academically in response to the teacher's pedagogical practice as measured at the individual teacher-level by student learning objectives (SLOs).

3. A modified end-of-year conferences that addresses:
    *   the progress on the Goal Setting and Professional Development Plan
    *   the performance of the teacher's students; and
    *   the following year's Goal Setting and Professional Development Plan.

APPRAISAL PROCESS
Walkthroughs

Walkthroughs shall be conducted throughout the year. Walkthroughs are typically brief, non-scheduled, informal observations. Walkthroughs may begin **following** the teachers' T-TESS update and/or orientation.

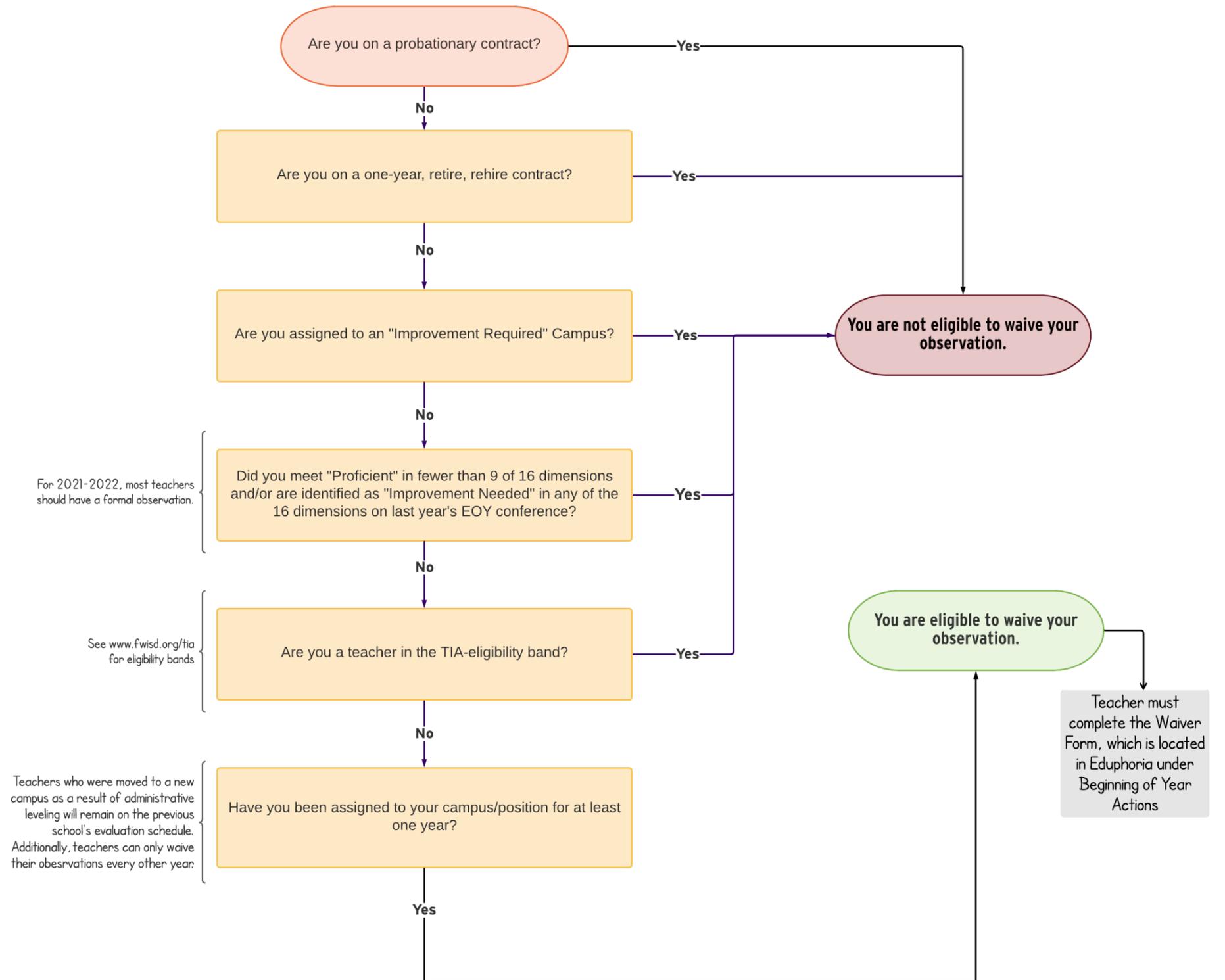**Each teacher must have walkthroughs** as a component of the T-TESS Appraisal process.

APPRAISAL PROCESS
Observation Waivers

The 45-minute observation, including the pre- and post-conferences, may be waived for eligible teachers.

To determine eligibility, follow the flowchart to the right or the table on the next page.

	2018-2019	2019-2020	2020-2021	2021-2022
Teacher 1	Has completed evaluation with formal observation	Waiver Year	Waiver Year	Evaluation Year with formal observation
Teacher 2	Waiver Year	Evaluation Year but no 45-min. observation due to COVID-19	Waiver Year	Evaluation Year with formal observation
Teacher 3	Waiver Year	Has completed evaluation with formal observation	Waiver Year	Evaluation Year with formal observation

Are you on a probationary contract? — Yes

No

Are you on a one-year, retire, rehire contract? — Yes

No

Are you assigned to an "Improvement Required" Campus? — Yes

No

For 2021-2022, most teachers should have a formal observation.

Did you meet "Proficient" in fewer than 9 of 16 dimensions and/or are identified as "Improvement Needed" in any of the 16 dimensions on last year's EOY conference? — Yes

No

See www.fwisd.org/tia for eligibility bands

Are you a teacher in the TIA-eligibility band? — Yes

No

Teachers who were moved to a new campus as a result of administrative leveling will remain on the previous school's evaluation schedule. Additionally, teachers can only waive their obesrvations every other year.

Have you been assigned to your campus/position for at least one year?

Yes

You are not eligible to waive your observation.

You are eligible to waive your observation.

Teacher must complete the Waiver Form, which is located in Eduphoria under Beginning of Year Actions

APPRAISAL PROCESS
Observation Waivers

	Annual T-TESS Required	Biennial, Less-Than-Annual T-TESS Required
Eligibility	All teachers on a probationary contract All teachers on a one-year, retire/rehire contract	All teachers on a "term" or "continuing" contract
Campus Assignment	All teachers assigned to a state-rated "Improvement Required" Campus	Not assigned to a state-rated "Improvement Required" campus Assigned to the current building or position for at least one year Moved to a new campus as a result of administrative leveling – the teacher remains on previous school's evaluation schedule
T-TESS Rating on End-of-Year Conference for previous year	All teachers not meeting "Proficient" criteria in 9 of the 16 dimensions and/or identified as "Improvement Needed" in any of the 16 dimensions.	Teacher must earn a T-TESS rating of "Proficient" criteria in 9 of the 16 dimensions AND not identified in any area as "Improvement Needed"
TIA Eligibility Band	All teachers participate	Teachers may not waive
T-TESS Observation	All teachers participate	Teachers may waive the 45-minute observation
T-TESS Goal Setting	All teachers participate	Teachers may not waive
T-TESS End-of-Year (EOY) Conference	All teachers participate	Teachers may not waive
Student Learning Objectives (SLOs)	All teachers participate	Teachers may not waive
Professional Learning Plan	All teachers participate	Teachers may not waive

APPRAISAL PROCESS
Pre-Observation Conference

Prior to each observation, the T-TESS appraiser will conduct a pre-observation conference with the teacher to ask pertinent background questions about the lesson plan, the learning outcomes and the students in the class in order to provide context. It is also appropriate for the appraiser to share expectations in T-TESS Domains 2 and 3 and assist teachers in understanding expectations in the T-TESS appraisal system.

APPRAISAL PROCESS
Observation

A classroom observation will be the length of an instructional period, or a complete lesson within an instructional period, which consists of a minimum of 45 minutes of instruction.

If a teacher qualifies for a waiver from the formal observation and wishes to have a waiver, he or she must complete the Waiver Form, which is located in Eduphoria under Additional Documents and Goals.

Teachers are provided one opportunity to waive the scheduled observation due to unforeseen circumstances. The form to waive due to unforeseen circumstances is located on the T-TESS website and is required to be provided to the appraiser in a timely manner. A new pre-observation conference may be required, and the observation will need to be rescheduled with the appraiser.

APPRAISAL PROCESS
Post-Observation Conference

After the classroom observation, the teacher will receive a written summary and oral feedback from the individual appraiser in a post-observation conference within 10 working days of the observation.

Post-observation conferences may not be waived. Receipt of summary does not meet legal timelines. The teacher must receive both written summary and oral feedback within 10 working days.

APPRAISAL PROCESS
End-of-Year Conference

An end-of-year conference will be held at least 15 days prior to the end of school. A post-observation conference and end-of-year conference must be completed separately. The end-of-year conference includes a rating in **Domains 1-4** based on the following information:

1. review of the obtainment of goals,
2. consideration of professional development needs for the following school year,
3. completion of professional development plan in the District learning management system (Eduphoria!),
4. review of formal classroom observations,
5. student performance information,
6. written walkthrough information, and
7. any other relevant cumulative data.

Teachers shall have the opportunity to provide evidence for the T-TESS rubric prior to the end-of-year conference.

TEACHERS WITH WAIVERS
In a year in which a teacher does not receive a full appraisal due to meeting the requirements identified for a waiver, a teacher shall participate in the following:

1. the Goal-Setting and Professional Development Plan process
2. the performance of teachers' students; and
3. a modified end-of-year conference that addresses Domain 4, including:
   a. the progress on the Goal-Setting and Professional Development Plan;
   b. the performance of teachers' students, and
   c. the following year's Goal-Setting and Professional Development plan.

Cumulative documentation that may impact a teacher's evaluation must be shared with the teacher within 10 working days of the end-of-year conference.

Any third-party information from a source other than the teacher's supervisor that the appraiser wishes to include as cumulative data shall be verified and documented by the appraiser and shared with the teacher within 10 days of knowledge of the verified information.

If the teacher wishes to have his/her response to documentation considered for appraisal purposes, the response must be provided to the appraiser within 10 working days of the end-of-year conference.

APPRAISAL CALENDARS

T-TESS Orientation

Orientation is for teachers newly hired to Fort Worth ISD. This is an ongoing training provided by the District and is listed on *Eduphoria!*. New hires should complete orientation **within 3 weeks** of their hire date.

T-TESS Timeline

	Appraiser & Teacher Update	Self-Assessment & Goal Setting	Beginning-of-Year Conference	In-Person & Virtual Walkthroughs	Mid-Year SLO Conference	Identify & Collect Artifacts & Evidence	End-of-Year Conference & Goal Setting	Professional Development Plan
TRADITIONAL CALENDAR	complete by August 13	complete before BOY Conference	following update and/or orientation Complete by September 24	ongoing	January 10- February 11	**ongoing** Formal Observations complete by February 11; Post-Conference due by February 25	complete by April 22	complete developing plan by May 20
ECHS CALENDAR	complete by August 13	complete before BOY Conference	following update and/or orientation Complete by September 24	ongoing	January 10- February 11	**ongoing** Formal Observations complete by February 11; Post-Conference due by February 25	complete by April 22	complete developing plan by May 20
ALICE CARLSON CALENDAR	complete by August 13	complete before BOY Conference	following update and/or orientation Complete by September 24	ongoing	January 10- February 11	**ongoing** Formal Observations complete by February 11; Post-Conference due by February 25	complete by May 6	complete developing plan by June 3

APPEAL PROCESS
Request for Reconsideration

In the event a teacher participating in the T-TESS process disagrees with the individual performance rating on the performance dimensions of T-TESS, he or she may submit additional evidence to the appraiser.

The teacher must complete the **Teacher Request for Reconsideration of T-TESS Observation Outcomes Form** (located on the FWISD T-TESS website) stating the specific nature of the discrepancy, full disclosure of evidence of performance, and a statement of expected performance evaluation. The **Teacher Request for Reconsideration of T-TESS Observation Outcomes Form** shall be submitted to the **original appraiser** for additional consideration within five (5) working days of the post-observation conference.

The appraiser will consider the additional evidence provided and meet with the teacher within ten (10) working days of the original post-observation conference to review the information and discuss identified points related to performance in an effort to achieve a mutual agreement.

APPEAL PROCESS
Request for Second Appraiser

In the event of non-agreement, teachers may submit the **Request for a Second Observation Form** (located on the Fort Worth ISD T-TESS website) initiating the process for a second formal observation shall be submitted by the teacher within 20 working days from the original post-observation conference. The second formal observation shall be conducted by a second formal observation appraiser, as identified in policy DNA(LOCAL).

The second appraiser will follow the entire T-TESS process, with the exception of the goal-setting conference.

- When a second appraiser is used, scoring will be conducted as follows: a second appraisal will be conducted and scored by dimension;

- The original campus appraisal will count 60% by dimension;

- The second appraiser dimension scores will count 40%;

- Professional Learning and Innovation will average the two appraisals and present dimension scores to the teacher within 5 working days upon completion of the second appraisal process.
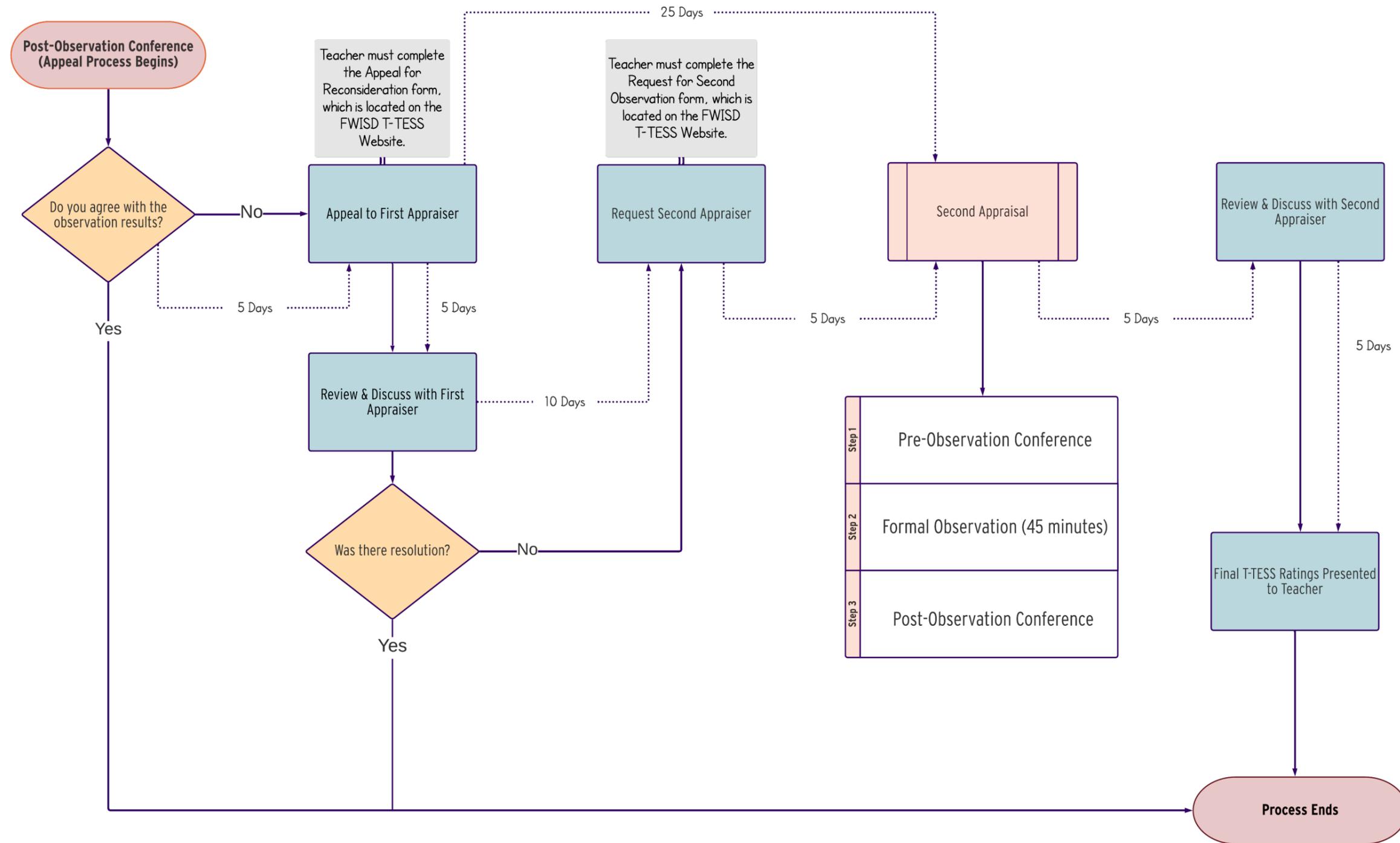
Should the teacher's concerns not be resolved through this collaborative process, the employee may submit a formal grievance. The Board has established a formal employee grievance procedure found in policy DGBA(LOCAL), in the event the T-TESS appeal process does not resolve the concerns.

Multiple-location teachers are observed by the principal/designee of the payroll location. Documentation from each location may be included in the appraisal.

APPEAL PROCESS
Flowchart

Post-Observation Conference
(Appeal Process Begins)

Do you agree with the observation results?

No

Yes

Teacher must complete the Appeal for Reconsideration form, which is located on the FWISD T-TESS Website.

Appeal to First Appraiser

5 Days

5 Days

Review & Discuss with First Appraiser

10 Days

Was there resolution?

No

Yes

25 Days

Teacher must complete the Request for Second Observation form, which is located on the FWISD T-TESS Website.

Request Second Appraiser

5 Days

Second Appraisal

Step 1 Pre-Observation Conference

Step 2 Formal Observation (45 minutes)

Step 3 Post-Observation Conference

5 Days

Review & Discuss with Second Appraiser

5 Days

Final T-TESS Ratings Presented to Teacher

Process Ends

APPENDICES
Appendix A: Forms

FORM A
Request for Waiver of Formal Observation and Acknowledgment of Eligibility

This form is located in Eduphoria! under Additional Documents and Goals. Please ensure you qualify for a Waiver using the flowchart.

FORM B
Agreement for Pre-Observation, Observation, and Post-Observation

TO (TEACHER):

FROM (APPRAISER):

DATE:

SUBJECT: Schedule Formal Pre-Observation Conference & Formal Observation Date & Time

To be completed by teacher

In TEC §21, a formal, pre-observation conference must be held at a mutually agreed upon time in advance of a formal T-TESS observation. Please return this memo with proposed dates and times within five working days of receipt.

DATE: _____   TIME: _____

DATE: _____   TIME: _____

The agreed upon, formal observation will be conducted

DATE: _____   TIME: _____

To be completed by appraiser

In our pre-observation conference, the following will be discussed:

- All related dimensions in Domain I: Planning
- All related dimensions in Domain II: Instruction
- All related dimensions in Domain III: Learning Environment
- All related dimensions in Domain IV: Professional Development
- Your lesson plan for the scheduled observation and your expected outcomes
- Student Learning Objectives (SLOs)

Please bring your lesson plan, related materials, and your calendar to the pre-observation conference. The post-observation conference will also be scheduled for a mutually agreed upon time during our meeting.

TEACHER SIGNATURE: _____   DATE: _____

APPRAISER SIGNATURE: _____   DATE: _____

The appraiser should keep the original signed memo. A copy should be given to the teacher with a confirmed appointment.
This form must be given to the teacher three days prior to the conference.

FORM C
Request to Reschedule Formal Observation due to Unforeseen Circumstances

TO (APPRAISER):

FROM (TEACHER):

DATE:

SUBJECT: **Request to Reschedule Formal Observation due to Unforeseen Circumstances**

I am requesting that my formal T-TESS observation be rescheduled due to unforeseen circumstances. My grade level and content area are listed below:

GRADE LEVEL: _____ CONTENT AREA: _____

The agreed upon, formal observation was originally scheduled for

DATE: _____ TIME: _____

On the back of this sheet, please describe the reason for the need to reschedule your formal T-TESS Observation. This is a one-time waiver and may not be used for subsequent, scheduled observations.

"I acknowledge that I may not use this Request to Reschedule Formal Observation due to Unforeseen Circumstances Form for subsequent, scheduled observations. I understand that this is a one-time request for this school year. I also understand that a new pre-observation conference and observation will need to be rescheduled with my appraiser."

TEACHER SIGNATURE: _____ DATE: _____

Please provide this form to your appraiser prior to the scheduled observation. The appraiser should keep the original signed memo. A copy should be given to the teacher.

FORM D
Teacher Request for Reconsideration of T-TESS Observation Outcomes

TO (APPRAISER):

FROM (TEACHER):

DATE:

SUBJECT: **Request for Reconsideration of T-TESS Observation Outcomes**

I am requesting that my formal T-TESS observation be reviewed by my initial appraiser. Stated below is the specific nature of the discrepancy, full disclosure of evidence of performance, and a statement of expected performance evaluation.

GRADE LEVEL: _____   CONTENT AREA: _____

My post-observation conference was held on _____

Please describe the observation discrepancy, evidence of performance, and expected outcomes of observation. (Add pages as needed.)

☐   This *Request for Reconsideration of T-TESS Observation Outcomes* is within the five (5) working-day period following my post-observation conference (with my first appraiser), during which time I may request reconsideration.

Send this form to your appraiser within five (5) working days following your post-observation conference.

TEACHER SIGNATURE: _____   DATE: _____

Please provide this form to your appraiser prior to the scheduled observation. The appraiser should keep the original signed memo. A copy should be given to the teacher.

FORM E
Teacher Appeal of T-TESS Observation Outcomes and Request for a Second Observation

TO:

FROM (TEACHER):

DATE:

SUBJECT: **Teacher Appeal of T-TESS Observation Outcomes and Request for Second Observation**

I am requesting that my formal T-TESS observation be reviewed a second campus appraiser. I am also requesting that a second appraiser be assigned to conduct a second formal observation of me after failure to agree upon the outcomes with my first appraiser (Form D).

GRADE LEVEL: _____   CONTENT AREA: _____

SCHOOL #: _____   SCHOOL NAME: _____

My post-observation conference was held on _____

My post-observation appeal (Form D) was held on _____

My appraiser was _____

I prefer to be contacted at the following number: _____

On a separate page, please describe the observation discrepancy, evidence of performance, and expected outcomes of the observation.

☐ This Teacher Appeal of T-TESS Observation Outcomes and Request for a Second Observation is within the twenty (20) working-day period following my post-observation conference, during which time I may make this request.

☐ I have provided the appraiser a copy of this memo.

TEACHER SIGNATURE: _____   DATE: _____

Email this request to Lezley Lewis, Ph.D., J.D., Executive Director of Professional Learning & Innovation (lezley.lewis@fwisd.org)

Appendix B: T-TESS Supplement - Dyslexia

INSTRUCTION DIMENSION 2.1

Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B

LOOK FORS

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

1. Academic Expectations
2. Mastery of Objective
3. Students' mistakes tied to self-correcting
4. Students' initiative tied to self-monitoring

EVIDENCE

- Data collection with objectives based on student level of acquisition; students able to complete task/activity to demonstrate understanding (not solely paper/pencil assessment)

- Use of cues/prompts and fading of support to build student independence and skill mastery

- Immediate, specific feedback provided

- Use of visuals/modeling for student monitoring

- Use of discover prompts to unlock coding

CONFERENCING QUESTIONS

1. Why is it important to have high and demanding academic expectations for students?

2. How will you obtain evidence that most students have demonstrated processing of the mastery check?

3. How will students take initiative for use of their strategies?

4. What are some examples of high expectations with this unit?

5. What opportunities do you provide for students to set high social-emotional expectations for themselves?

6. How are students expected to persist with instruction to demonstrate progress toward mastery of learning? What types of strategies do you use to keep them motivated and focused?

7. How do you anticipate student mistakes and/or misunderstandings?

8. What types of common learning pitfalls do you generally see with this lesson or unit?

9. When do you know students will struggle with what is presented? What do you do?

10. In what ways are students expected to take initiative for their own learning? What role do you play in this?

T-TESS
Texas Teacher Evaluation & Support System

Dyslexia

INSTRUCTION DIMENSION 2.2
Content Knowledge & Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.

Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C

LOOK FORS

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.

1. Content knowledge in multiple contexts
2. Objectives linked with other disciplines
3. Anticipation of misunderstanding tied to techniques
4. Thinking/HOTS
5. Real World

EVIDENCE

- Use of Daily Oral Language approach based on real-life experiences
- Use of task analysis to break skill into steps necessary for student understanding
- Use of concrete, hands-on examples, activities, and manipulatives.

CONFERENCING QUESTIONS

1. How do you develop or select instructional strategies to teach specific skills?

2. How do you decide on ways in which you will connect the content to other disciplines and real-world experiences?

3. How will you sequence the instruction so students understand how the lesson fits within the discipline and real-world scenarios?

4. How do you plan for opportunities for students to engage in different types of thinking?

5. What are some examples related to how you model thinking for students?

6. What do you believe are the key concepts with this unit of study/lesson?

7. How do you know to provide differentiated explanations for students?

8. What content do you anticipate will present challenges for students?
   What cues will tell you that they do not understand what is presented?
   What might you do to prepare for these misunderstandings up front?
   What techniques do you use to mitigate those concerns?

9. How is instruction sequenced to allow students to see the connections within and across disciplines?

10. What are some examples on how you continuously refine your knowledge and expertise?

11. How do you stay current in the field?

T-TESS
Texas Teacher Evaluation & Support System

Dyslexia

INSTRUCTION DIMENSION 2.3
Communication

The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.

Standards Basis: 1D, 1E, 2A, 3A, 4D

LOOK FORS

The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.

1. Two-Way Communication
2. Student Misunderstandings
3. Verbal/Written Communication
4. Questioning/Discussions
5. Wait Time
6. Visual Charts

EVIDENCE

- Use of visuals, concrete, hands-on approach; preferred/dominant learning styles
- Provides wait time

CONFERENCING QUESTIONS

1. How will the goals for learning be communicated to students?

2. How will you provide opportunities for students to elaborate and extend their learning?

3. How do you provide for wait time when questioning during a lesson?

4. Why is it important for teachers to ask higher order questions that are aligned to the lesson objectives?

5. How do you communicate your expectations to your students?

6. How is student-to-student communication encouraged and established during instruction?

7. How do you make decisions about the type of presentation to use during the lesson?

8. How is the presentation used to engage students and communicate learning?

9. How do you know when your explanations or direct teach are clear and coherent? What strategies do you use to assess whether students understood what was explained? What happens when students do not understand?

10. How are questions leveled to increase complex thinking during the lesson? In what ways do they promote deeper thinking and broader understanding of the objectives?

11. What are some strategies you use to provoke and guide discussions with students?

12. How are students expected to communicate what they have learned?

Dyslexia

INSTRUCTION DIMENSION 2.4

Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

LOOK FORS

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

1. Individualized Lessons
2. Monitoring of Participation and Performance
3. Different Methods and Content
4. Recognizing Confusion/Disengagement and Responding

EVIDENCE

- Incorporates student interest and IEP-related accommodations when provided
- Data collection
- Multi-modal approach: concrete, hands-on manipulatives
- Use of lesson cycle

CONFERENCING QUESTIONS

1. How will the instructional strategies address all students' learning needs?

2. How do you provide differentiated instructional methods within your lesson?

3. How will the lesson engage and challenge all students of all levels?

4. Why is it important to provide varied options for student mastery?

5. Why is it important to provide multiple strategies to teach and assess students?

6. How are lessons adapted and presented using a variety of strategies to reach all students?

7. In what ways do you monitor student participation and performance?

8. What do you do when these expectations are not present?

9. What student behaviors do you look for during the lesson as signals that differentiation may be needed?

10. How do you know when students are confused?

11. What do you do when students become disengaged? How do you refocus instruction?

Dyslexia

INSTRUCTION DIMENSION 2.5
Monitor and Adjust

The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.

Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D

LOOK FORS

The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.

1. Monitor and adjust instruction and activities
2. Adjusting to address engagement
3. Monitor behavior
4. Check for understanding
5. Questions and academic feedback

EVIDENCE

- Awareness of lesson length
- Incorporate engagement component
- Formative/Informal Assessment style of communication support when student answering

CONFERENCING QUESTIONS

1. How will you check for understanding during the lesson?

2. How will you use student feedback to make adjustments to your instruction?

3. How does student engagement impact student performance?

4. What strategies do you use to gather input from students? How is this information used to monitor and adjust instruction?

5. How are activities adjusted to align with the lesson objective and yet meet students' needs?

6. How is pacing monitored and adjusted to maximize learning and keep students progressing towards mastery? What behaviors might you see to indicate that pacing needs to be adjusted?

7. What strategies do you use for ongoing checks for understanding? What kinds of questions do you ask when purposefully checking for understanding?

8. What are some examples of specific, academic feedback you provide to students? How do students provide academic feedback to others? What are students expected to do with the feedback?

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Dyslexia

LEARNING ENVIRONMENT DIMENSION 3.1
The teacher organizes a safe, accessible, and efficient classroom.

Classroom Environment, Routines, and Procedures
Standards Basis: 1D, 4A, 4B, 4C, 4D

LOOK FORS

The teacher organizes a safe, accessible, and efficient classroom.

1. Procedures, routines, and transitions
2. Management of supplies and equipment tied to student leadership
3. Safe and organized instructional environment

EVIDENCE

- All students can access all areas of the instructional environment safely
- Consistent routine that utilizes visual schedules, timers, transition markers
- Markers used routinely and consistently with students needing additional support
- Areas/materials clearly labeled with visuals so students can navigate environment with highest level of independence and collect materials as independently as possible

CONFERENCING QUESTIONS

1. How do you ensure routines, procedures, and transitions are efficient in order to maximize student learning?

2. How will different grouping strategies be used to encourage student responsibility for resources and materials?

3. How will you build safety in the instructional environment, promoting open communication, and/or collaboration?

4. What are some strategies for involving students in leading and managing responsibilities within the instructional area?

5. How are students encouraged to take risks?

6. What would students say about the environment, from both instructional and social-emotional aspects? How do you know that?

7. If you could refine your routines and procedures, what would you do? Why?

Dyslexia

LEARNING ENVIRONMENT DIMENSION 3.2
Managing Student Behavior

The teacher establishes, communicates, and maintains clear expectations for student behavior.

Standards Basis: 4A, 4B, 4C, 4D

LOOK FORS

The teacher establishes, communicates, and maintains clear expectations for student behavior.

1. Behavior systems
2. Behavior standards

EVIDENCE

- Visually-supported expectations
- Individualized behavior systems dependent on student needs
- Consistent and routine use of supports by all staff that interact with students

CONFERENCING QUESTIONS

1. What systems are in place to effectively monitor student behavior?

2. How do you plan to address inappropriate behavior should that become an issue during instruction?

3. How are students involved in developing classroom procedures?

4. How are clear behavior expectations communicated and monitored?

5. What types of consequences do you use when behavior is inconsistent?

6. What types of non-verbal signals do you use with students to redirect behavior?

7. What is the relationship between student behavior and student engagement?

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Texas Teacher Evaluation & Support System

Dyslexia

LEARNING ENVIRONMENT — DIMENSION 3.3
Managing Student Behavior

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Standards Basis: 4A, 4B, 4C, 4D

LOOK FORS

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

1. Relevant, meaningful learning
2. Working respectfully
3. Teacher-led collaboration
4. Diverse learning tied to student strengths
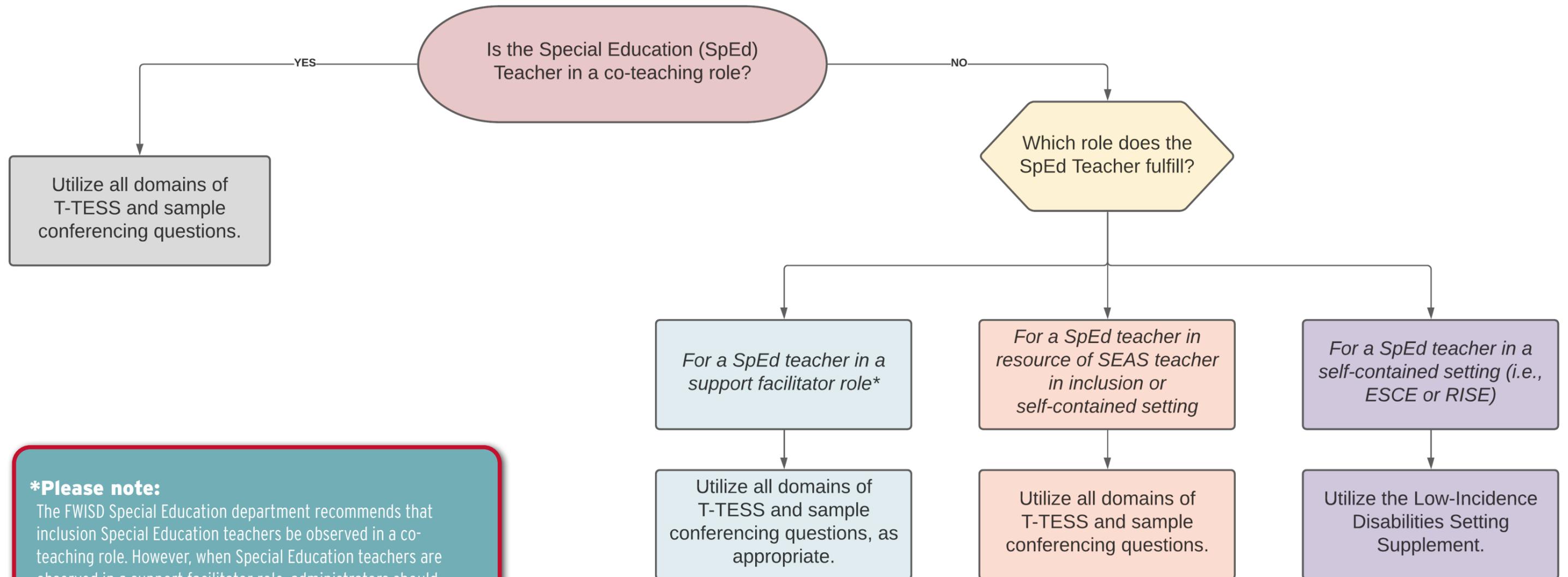5. Peer instruction

EVIDENCE

- Based on real-life, meaningful components of students' lives with an interactive, hands-on approach

- Levels of structure in place to support students during independent and group collaboration

- Knowledgeable about student interest and incorporates them in instruction/behavior supports

- Students' strengths are taken into consideration when lessons are developed and are incorporated when applicable

- Use of charts

CONFERENCING QUESTIONS

1. How do you determine/plan appropriate procedures to ensure respectful culture?

2. How do you provide opportunities for students to collaborate and build strong team culture?

3. In what ways does your environment culture reflect high expectations for performance and student-centered behaviors?

4. How does the classroom culture ensure that relevant, meaningful learning is the norm?

5. How are activities structured so that students are expected to collaborate positively with each other?

6. How is positive rapport among students established and maintained?

7. In what ways are students empowered to build a positive classroom culture that they own and respect?

Appendix C: T-TESS Supplement - Low-Incidence Disabilities Setting

Is the Special Education (SpEd) Teacher in a co-teaching role?

YES → Utilize all domains of T-TESS and sample conferencing questions.

NO → Which role does the SpEd Teacher fulfill?

For a SpEd teacher in a support facilitator role*

Utilize all domains of T-TESS and sample conferencing questions, as appropriate.

For a SpEd teacher in resource of SEAS teacher in inclusion or self-contained setting

Utilize all domains of T-TESS and sample conferencing questions.

For a SpEd teacher in a self-contained setting (i.e., ESCE or RISE)

Utilize the Low-Incidence Disabilities Setting Supplement.

*Please note:
The FWISD Special Education department recommends that inclusion Special Education teachers be observed in a co-teaching role. However, when Special Education teachers are observed in a support facilitator role, administrators should remain mindful that the Special Education teacher in a support facilitator role might not have had direct responsibilities for each of the components of Domain I of the T-TESS Rubric.

PLANNING DIMENSION 1.1
Standards and Alignment

The teacher designs clear, well-organized lessons that reflect best practice, align with standards and are appropriate for diverse learners.
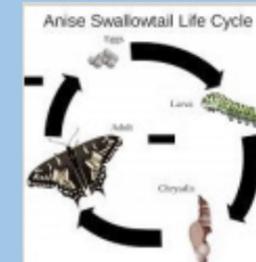
Standards Basis: 1A, 1B, 3A, 3B, 3C

LOOK FORS

The teacher designs clear, well-organized lessons that reflect best practice, align with standards and are appropriate for diverse learners.

1. Aligned goals, standards, and objectives
2. Lesson design/structure and pacing
3. Activities, materials, and resources are tied to standards
4. Technology integration

EVIDENCE

- Grade-level content @ prerequisite skill level

- Lesson Plan w/key components (UNCC resource); cyclical plan in place

- Hands-on activities/manipulatives align with theme/area of study

- Use of assistive technology to provide access for all learners

EXAMPLES/TOOLS

- TEA STAAR Alternate 2 Vertical Alignment Document

- Texas Early Learning Pathways

- UNCC Conceptual Model for Lesson Planning

Low-Incidence Disabilities Setting

PLANNING DIMENSION 1.2
Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D

LOOK FORS

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

1. Formal/informal assessments
2. Progress monitoring
3. Communication/feedback
4. Data analysis tied to drive instruction

EVIDENCE

- Data collection for pre- and post- instruction (What do they know? Did they make progress?)

- Data collection during instruction: (How do you know they're getting it?)

- Immediate, specific feedback

- Prerequisite skill level of instruction based on data driven by student performance (anecdotal/criterion, video, photos)

EXAMPLES/TOOLS

- **Sample Data Sheets here**: http://mast.ecu.edu/modules/dc_intro/concept/

- **Additional Resources:** ESC-4 Instructional Decision-Making Guides

- **EXAMPLES of Criterion Resources:**

  - The Assessment of Basic Language and Learning Skills - Revised (ABLLS-R)

  - AFLS®- The Assessment of Functional Living Skills

  - Essentials for Living: A Communication, Behavior, and Functional Skills Curriculum, Assessment, and Professional Practitioner's Handbook

  - Communication Matrix

  - Low Incidence Statewide Network Assessment and Instructional Resources Matrix

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Low-Incidence Disabilities Setting

PLANNING DIMENSION 1.3
Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.
Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C

LOOK FORS

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.

1. Students' prior knowledge
2. Adjustments tied to student needs
3. Diverse learning tied to student strengths

EVIDENCE

- Data collection for pre-, & post- instruction (What do they know? Did they make progress?)

- Data collection during instruction: (How do you know they're getting it?)

- Immediate, specific feedback

- Prerequisite skill level of instruction based on data driven by student performance (anecdotal/criterion, video, photos)

EXAMPLES/TOOLS

- **Symbolic Level of Understanding**

- Verb Document

- Use of student interests incorporated into academic lessons as appropriate (Positive Partnerships Reinforcement Inventory)

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Low-Incidence Disabilities Setting

PLANNING DIMENSION 1.4
Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Standards Basis: 1B, 1C, 1D, 1E

LOOK FORS

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

1. Questionings/HOTS
2. Grouping
3. Roles/responsibilities
4. Student goal setting
5. Activities, resources, materials, & technology
6. Problem solving

EVIDENCE

- Use of appropriate language/communication supports (conversation boards, assistive technology tools) to support student response mode (pointing, eye gaze, switch access, verbalization)

- Differentiated materials and expectations dependent on student level of access (3,2,1–Verb Document)

- Whole, small, individual work group opportunities

- Clear expectations of activity/student expectations displayed visually (if necessary) for students at their level of symbolic understanding (object, photo, line drawing)

- Expectation for student mastery of skill-used to collect data on student progress

- Use of assistive technology & adapted materials (leveled books, manipulatives @ student symbolic level of understanding, hands-on/concrete activities for skill presentation and acquisition)

- Questioning and expectations leveled depending on student independence level and ability

EXAMPLES/TOOLS

Low-Incidence Disabilities Setting

INSTRUCTION DIMENSION 2.1

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Achieving Expectations

Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B

LOOK FORS

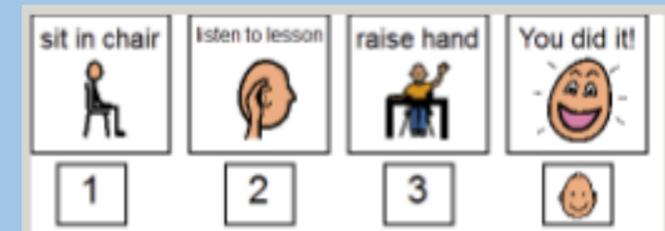**The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.**

1. Academic Expectations
2. Mastery of Objective
3. Students' mistakes tied to self-correcting
4. Students' initiative tied to self-monitoring

EVIDENCE

- Grade-level content at prerequisite skill level; use of STAAR Alternate 2 Essence Statements; Vertical Alignment document in instruction

- Data collection with objectives based on student level of skill acquisition; students able to complete a task/activity to demonstrate understanding (not solely paper/pencil type assessment)

- Use of cues/prompts and fading of support to build student independence and skill mastery

- Provides immediate, specific feedback; uses visuals/video modeling for student monitoring

EXAMPLES/TOOLS

- Essence statements; Vertical Alignment Document

- Verb Document

- Cueing and Prompting Hierarchy

- Charts

Low-Incidence Disabilities Setting

INSTRUCTION DIMENSION 2.2
Content Knowledge & Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.

Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C

LOOK FORS

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.

1. Content knowledge in multiple contexts
2. Objectives linked with other disciplines
3. Anticipation of misunderstanding tied to techniques
4. Thinking/HOTS
5. Real World

EVIDENCE

- Grade-level content at prerequisite skill level; use of STAAR Alternate 2 Essence Statements; Vertical Alignment document in instruction

- Uses cross-curricular thematic approach based on real-life experiences students will be able to access

- Uses task analysis to break skill into smallest steps necessary for student understanding

- Uses communication supports; asks open-ended questions

- Opportunities for students to learn 21st-century skills/ generalization to potential work skills

- Uses concrete, hands-on examples and activities

EXAMPLES/TOOLS

- Essence statements/Vertical Alignment Document

- TX Early Learning Pathways

- ESC 4 Instructional Guides

- Cueing & Prompting Hierarchy

Low-Incidence Disabilities Setting

INSTRUCTION DIMENSION 2.3

Communication

The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.

Standards Basis: 1D, 1E, 2A, 3A, 4D

LOOK FORS

The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.

1. Two-Way Communication
2. Student Misunderstandings
3. Verbal/Written Communication
4. Questioning/Discussions
5. Wait Time
6. Visual Charts

EVIDENCE

- Provides student access to assistive technology for communication for students with limited/no verbal language (so students can demonstrate knowledge)

- Uses visual, concrete, interactive activities presented in small steps; considers preferred/dominant learning style of student (visual, auditory, kinesthetic, etc.)

- Supports instruction with visuals (based on symbolic level of understanding) as needed by student

- ALWAYS provides wait time then follows with necessary support

- Most lessons are supported visually, with technology, or with concrete, hands-on learning opportunities

EXAMPLES/TOOLS

- Visual charts

- Cueing and Prompting Hierarchy

Low-Incidence Disabilities Setting

INSTRUCTION DIMENSION 2.4
Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

LOOK FORS

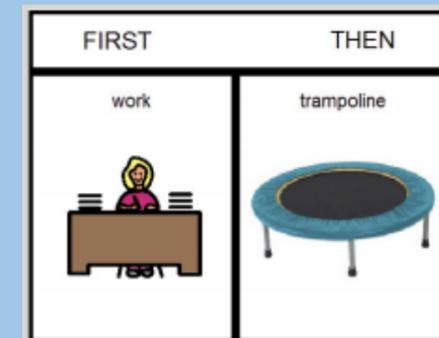**The teacher differentiates instruction, aligning methods and techniques to diverse student needs.**

1. Individualized Lessons
2. Monitoring of Participation and Performance
3. Different Methods and Content
4. Recognizing Confusion/ Disengagement and Responding

EVIDENCE

- Incorporating student interests and IEP-related accommodations and assistive technology supports

- Data collection

- Multi-modal approach: concrete, hands-on approach

- Knowledge of characteristics of student needs; incorporate components to meet sensory/student needs in instructional day

EXAMPLES/TOOLS

- Visual charts

Low-Incidence Disabilities Setting

INSTRUCTION DIMENSION 2.5
Monitor and Adjust

The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.

Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D

LOOK FORS

The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.
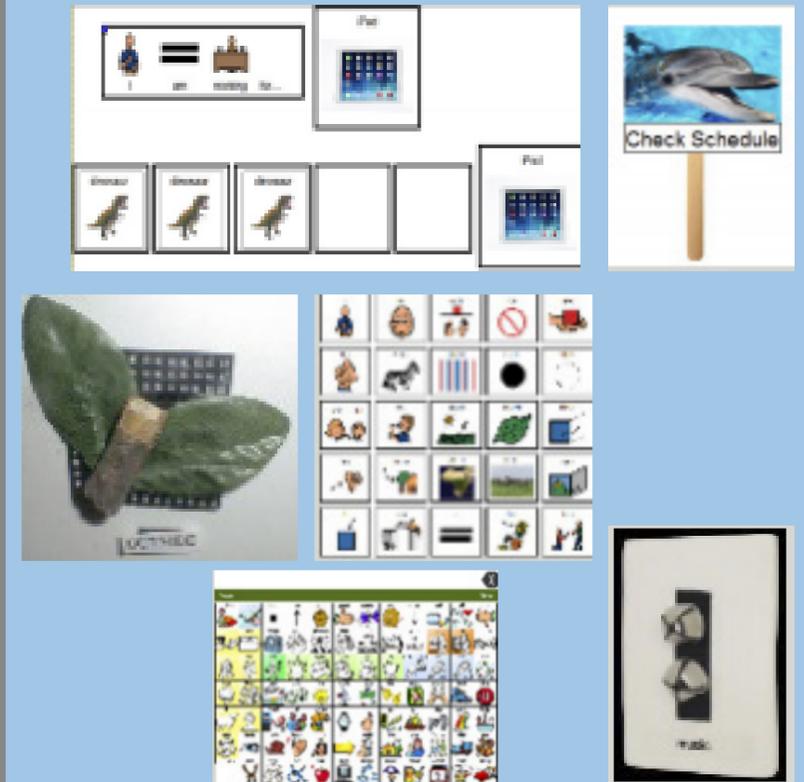
1. Monitor and adjust instruction and activities
2. Adjusting to address engagement
3. Monitor behavior
4. Check for understanding
5. Questions and academic feedback

EVIDENCE

- Awareness of lesson length and opportunities for change of state (movement, music, manipulatives); whole group, small group, individual work

- Incorporating engagement component to lesson plan based on student interests/learning style

- Use of visual behavior supports when needed

- Formative assessment styles/use of communication supports to provide access to student answering

- Multiple modes for student responses available

EXAMPLES/TOOLS

- Visual behavior support card and transition marker

- Communication supports

Low-Incidence Disabilities Setting

LEARNING ENVIRONMENT DIMENSION 3.1

Classroom Environment, Routines, and Procedures

The teacher organizes a safe, accessible, and efficient classroom.

Standards Basis: 1D, 4A, 4B, 4C, 4D

LOOK FORS

The teacher organizes a safe, accessible, and efficient classroom.

1. Procedures, routines, and transitions
2. Management of supplies and equipment tied to student leadership
3. Safe and organized instructional environment

EVIDENCE

- All students (even those that are non-ambulatory) can access all areas of classroom safely

- Consistent routine that utilizes visual schedules, timers, transition markers used routinely and consistently with students that need additional support

- Areas/Materials clearly labeled with visuals so that students can navigate environment with highest level of independence and collect materials as independently as possible

EXAMPLES/TOOLS

LEARNING ENVIRONMENT DIMENSION 3.2

Managing Student Behavior

The teacher establishes, communicates, and maintains clear expectations for student behavior.

Standards Basis: 4A, 4B, 4C, 4D

LOOK FORS

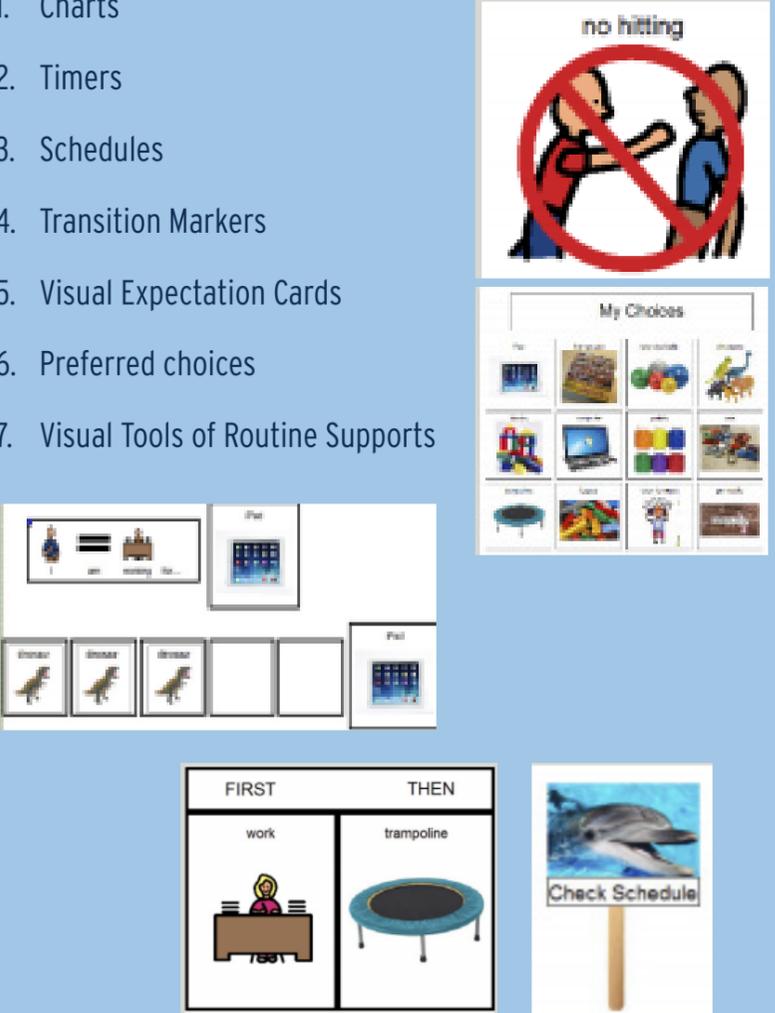**The teacher establishes, communicates, and maintains clear expectations for student behavior.**

1. Behavior systems
2. Behavior standards

EVIDENCE

- Visually-supported expectations

- Individualized behavior systems dependent on level of structure student needs (high, medium, low) including:

  - Schedules

  - Timers

  - Transition markers

  - Visual expectation cards

  - Preferred choices offered (after work)

- Consistent and routine use of supports (visual tools) by all staff that interact with student

EXAMPLES/TOOLS

1. Charts
2. Timers
3. Schedules
4. Transition Markers
5. Visual Expectation Cards
6. Preferred choices
7. Visual Tools of Routine Supports

Low-Incidence Disabilities Setting

LEARNING ENVIRONMENT DIMENSION 3.3

Managing Student Behavior

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Standards Basis: 4A, 4B, 4C, 4D

LOOK FORS

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

1. Relevant, meaningful learning
2. Working respectfully - individual & group
3. Rapport/collaboration
4. Diverse learning tied to student strengths

EVIDENCE

- Lessons are differentiated so that all students can access content based on level of understanding

- Based on real-life, meaningful components of students' lives with an interactive, hands-on approach

- Levels of structure in place to support students during independent and group work

- Knowledgeable about student interests and incorporate them in instruction/behavior supports

- Student strengths are taken into consideration when lessons are developed and are incorporated when applicable

EXAMPLES/TOOLS

1. Verb document, symbolic level of understanding

2. Visual schedules, choice boards, behavior support cards, etc. as needed by student

Low-Incidence Disabilities Setting

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1
Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.

Standards Basis: 6B, 6C, 6D

LOOK FORS

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.

1. Code of Ethics
2. Professional Standards
3. Student Advocacy

EVIDENCE

- Professional Philosophy: Least Dangerous Assumption (Presume Competence)

- Local Guidance and Expectations

- Meaningful Collaboration and Discussion with General Education Teachers (dependent on student schedule) regarding IEP: PLAAFP statement, IEP goals, and necessary accommodations and supports

EXAMPLES/TOOLS

1. Least Dangerous Assumption

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PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2
Goal Setting

The teacher reflects on his/her practice.

Standards Basis: 5D, 6A, 6B

LOOK FORS

The teacher reflects on his/her practice.

1. Self-assessing
   - Teacher-level
   - Student-level
2. Goal Setting
   - Short-term
   - Long-term

EVIDENCE

- As determined by local policy

EXAMPLES/TOOLS

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ESC 20 T-TESS Supplement

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3
Professional Development

The teacher enhances the professional community.

Standards Basis: 3A, 6A, 6B, 6C

LOOK FORS

The teacher enhances the professional community.

1. Professional development participation linked to leadership
2. Improvement plans

EVIDENCE

- As determined by local policy

EXAMPLES/TOOLS

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PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4
School Community Involvement

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Standards Basis: 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D

LOOK FORS

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

1. Outreach
2. Stakeholder communication & involvement
3. Support of mission, vision, & goals

EVIDENCE

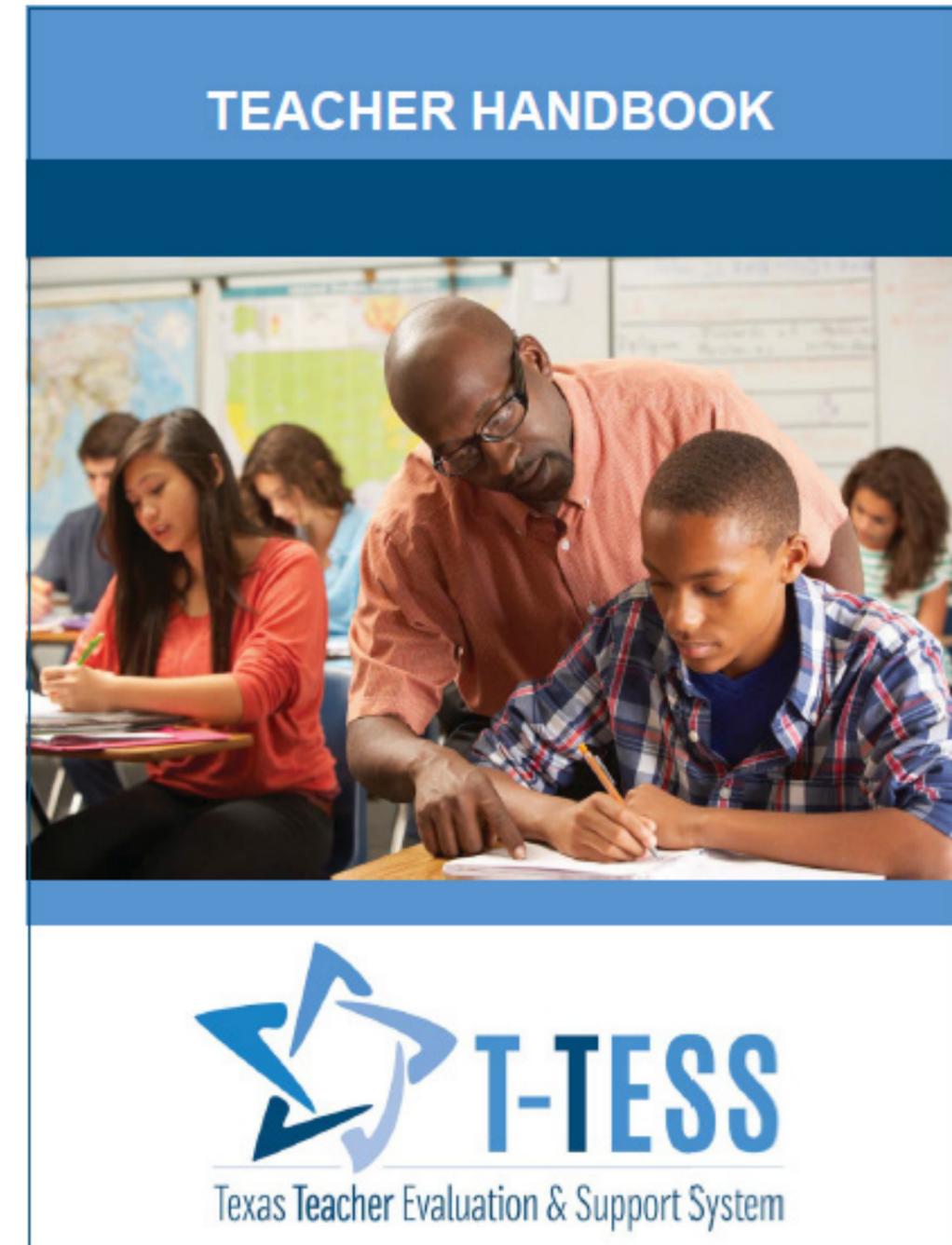- As determined by local policy

EXAMPLES/TOOLS

Appendix E: Teacher Handbook

The <u>T-TESS Teacher Handbook</u> emphasizes that it is the responsibility of every educator to consistently hold themselves to a high standard for individual development and performance. Educators also have a responsibility to identify methods to collaborate with other educational professionals within and beyond the school so they can engage in purposeful and targeted professional learning opportunities, seek feedback, and refine practices.

The <u>T-TESS Teacher Handbook</u> contains clarifications, key questions, and descriptors to serve a springboard for conversations and incorporating district and campus-level context is the key to creating consistency and common understandings within and along teacher teams.

Appendix F: Appraiser Handbook

The Texas Education Agency (TEA) approved the Texas Teacher Evaluation and Support System to replace the Professional Development and Appraisal System (PDAS) in 2014. The resulting evaluation system was designed as a continual improvement process, focused on teacher professional growth rather than compliance. T-TESS provides a process for actionable, timely feedback, allowing teachers to make efficient and contextual professional development choices that will lead to an improvement in their teaching.

The T-TESS Appraiser Handbook contains deeper clarifications about the rubric that should be considered when an appraiser conducts any T-TESS activities. Each domain is represented and the handbook provides examples, coaching questions, and additional resources.

Fort Worth
INDEPENDENT SCHOOL DISTRICT

For questions about T-TESS, please contact

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